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ABSTRACT

In 1985, in response to both first- and second-wave reform reports criticizing the nation's schools for a lack of rigor in their instructional programs, the achievement formula research project, "Techniques of Responsive Intervention to Validate Effective Teaching" (TRIVET), was developed. Between 1985 and 1988, the project was piloted in three northeastern Ohio school districts and involved 168 students. During the 1988-89 academic year, it was further piloted in the Cleveland Public School District, where it involved 1,460 students. The operation of this formula enables districts to formatively monitor, summatively evaluate, and reliably predict student achievement levels as the most significant outcome of the reform effort. As an administrative training project, TRIVET has been designed to provide the building principal or other instructional leader with the necessary knowledge, processes, and skills to more effectively diagnose classroom teaching. The TRIVET program, divided into eight separate modules of instruction based on teacher effectiveness research, was designed to occur during 72 clock hours of instructional time. Each module consists of direct instruction, application with actual teaching segments, and feedback by instructors. Participation in the achievement formula project demonstrates a philosophy that student achievement is the responsibility of the entire district and the principal objective of its collective resources. (KM)

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TRIVET -- Techniques of Responsive Intervention to Validate Effective Teaching

National Council of Professors of Educational Administration

PRINCIPAL CENTERS AND PROGRAM DEVELOPMENT

The University of Alabama
August 14, 1989
1:00 - 2:30 p.m.

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I. THE ACHIEVEMENT FORMULA

The Achievement Formula is a research project conducted by Kent State University that enables school districts to conduct an in-depth self-study of their instructional program to determine whether their present levels of student achievement are (a) acceptable with respect to district expectations and (b) commensurate with student ability.

The operation of this Formula identifies needed reforms in a district and certifies the merits of characteristics already in place. In addition, the Formula enables districts to formatively monitor, summatively evaluate, and reliably predict student achievement levels as the most significant outcome of the reform effort. By participating in the Achievement Formula project, districts demonstrate a commitment to student achievement as the responsibility of the entire district and the principal objective of its collective resources.

A. BASIS IN RESEARCH

- The Achievement Formula was developed in response to both First and Second Wave Reform reports criticizing the nation's schools for a lack of rigor in their instructional programs, their lowered expectations for students and teachers, and the pernicious decline in student achievement.
- The recommendations of the Reform reports are consistent with the attributes of those school districts adjudged successful during The Effective Schools research efforts of the 1970s. Those correlates positively associated with student achievement include:

  ·satisfactory attendance at school (or time-on-task)

- a positive attitude toward oneself as a learner
- healthy classroom and building c imate
- evidence of institutional commitment to maximum student achievement
- high quality classroom instruction
- positive expectations for student achievement
- strong instructional leadership by the building principal

B. IMPLEMENTATION

- During its participation in the Achievement Formula program, the district's achievement data are assembled and analyzed in the context of the Effective Schools correlates identified above. (See attached grid displaying Sample Data.)
- The Effective Schools correlates are used to determine the underlying causes for the discrepancy between actual and expected levels of student achievement. This analysis serves the district as a blueprint for intervention.

C. HISTORY OF THE PROJECT

The Achievement Formula was developed in 1985 and shared at the National AERA Convention in 1986. Between 1985 and 1988, it was piloted in three northeast Ohio school districts and involved 168 students in grades 4, 7, and 10. Data from the study conducted during the Pilot were compiled and presented at the AERA Convention in 1988 at the Effective Schools SIG (ERIC, 1988). During the 1988-89 school year, the Formula was further piloted in the Cleveland Public School District, where it involved 1,460 students in grades 2, 4, and 6. The

administrative training component of the project was presented at the National Convention of the National Council of Professors of Educational Administration in July of 1988 and again in August of 1989. In March of 1989, TRIVET was featured at the national convention of the American Association of School Administrators. With funding from The Cleveland Foundation, the Achievement Formula has been expanded in Cleveland for the 1989-90 school year.

II. TRIVET -- TECHNIQUES OF RESPONSIVE INTERVENTION TO VALIDATE EFFECTIVE TEACHING

A. Overview

As an administrative training project, TRIVET is designed to provide the building principal or other instructional leader with the necessary knowledge, processes, and skills to more effectively diagnose classroom teaching. In addition, participants work collaboratively with their teaching staffs to outline prescriptions that will enhance instructional effectiveness on a building-wide basis. Specifically, workshop time for the TRIVET training is used to:

1. establish the rationale for the Achievement Formula/TRIVET approach to staff development by using the Teacher Effectiveness research of Hunter, Berliner, Brophy, Rosenshine, and others, as well as the Effective Schools research of Edmonds, Brookover, Lezotte, and others;

2. instruct participants in Pre-Observation Conferencing and techniques for classroom data collection and analysis to provide for the objective diagnosis of classroom instruction;

3. instruct participants in skillful Post-Conferencing and Action Planning to facilitate the collegial development of prescriptive activities and strategies to enhance instruction;

4. provide various techniques for establishing a collegial relationship with staff members to jointly examine the building's instructional program and identify collective and individual needs for staff development; and

5. assist participants in the development of a building-wide implementation plan that incorporates program techniques into the current appraisal and staff development plan of the district.

B. LOGISTICS

The TRIVET program is divided into separate modules of instruction based on the Teacher Effectiveness research. Each module consists of direct instruction, application with actual teaching segments, and feedback by instructors. Participants are provided a manual of materials, and workshop activities include discussions, simulations, role-plays, and the use of videotaped lessons for practice in analysis and prescription. Between sessions, participants use these techniques to perform classroom observations in collaboration with their staff members. The training program is designed to occur during 72 clock hours of instructional time. Participants are eligible to receive graduate credit or Continuing Education Units.

C. MODULES

The eight training modules drawn from the Teacher Effectiveness research are:

1. Processes for Data Collection and Analysis (Pre-Observation Conferencing that focuses on year-long, unit, and daily planning; Script-taping to record classroom activities; Post-Conferencing and Action Planning to identify strengths and prescribe alternative strategies for improved teacher effectiveness).

2. Planning (year-long curriculum mapping; unit planning to include the appropriate developmental sequence of classroom activities; daily lesson planning; Bloom's taxonomy).

3. Behavior Management (effective vs. ineffective behavior management, the use of a discipline plan, pacing, "withitness,"smoothness, and focusing attention).

4. Organization of Time, Space, and Materials (efficient use of instructional/academic engaged time, transition, routine tasks and procedures, and physical setting).

5. Learning Climate (task orientation/business-like atmosphere and teacher-student interactions, including student motivation, personal regard).

6. Student Assessment (student entry level skills and formative/summative assessment, including checking for understanding, guided and independent practice, group alerting, and corrective/supportive feedback).

7. Instructional Methods (selected models for delivering instruction; includes demonstration, lecture, discussion, inquiry, selected elements of lesson design, such as critical attributes, modeling, structuring, statements, seatwork, and questioning).

8. Oral and Written Communication (importance of effective oral and written expression, clear explanation related to content, dealing effectively with learner responses).